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Vol. X.

ST. LOUIS, JANUARY, 1877.

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VOL. X.

ST. LOUIS, JANUARY, 1877.

No. 1

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The finest art display ever offered in St. Louis is now on exhibition at the Mercantile Library, and we commend this glimpse of beauty to all our teachers for a holiday refreshment. It will be to them a "joy forever." The large painting of Dore's is alone worth a visit—the dim cloud-crowned mountains overhanging Loch Esk, on which a rift of sunlight breaks through, and the little gems of Italian painting are something too rare to permit the opportunity of studying them to pass unimproved.

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LET us try to make substantial and perceptible progress in our schools this winter, and so convince taxpayers and parents that the time and money expended to sustain them is a good investment. Get into sympathy with the pupils, and so inspire them with a laudable enthusiasm to do well, and to add to intellectual attainment strength of character and a high purpose.

WILL our Legislature look over the field carefully and see what can be done to strengthen the educational interests of this State? We need wise and liberal counsel to hold what we have, and to secure for all the advantages of good schools. Intelligence pays a large per cent on its cost.

WE want stability of character and a genuine integrity cultivated in the school—no shams, no "getting over" the hard places, either in the book or in the trials of temper and patience incident to the rivalries and disappointments of school life. It is better to lose and try again and win, than to win by deceit or by partial-

ity. Let us be genuine so far as we go and in all that we do.

It is not enough for the State to begin education; it must continue it until we have more intelligent and comprehensive legislation.

The Providence that prepares our work in the distance for us, meantime prepares us for our work.

If the cost of education is to be talked about, we hope some one will present the loss and cost of ignorance and crime—for it costs more to support a pauper, and to catch and punish and watch a criminal, than it does to train and educate and discipline a citizen in the public schools. Educated men or women produce more than they consume always, and so enrich the State.

Ignorance costs fearfully, too, in the way of court fees, officers' fees, judges, watchmen, &c., &c., with the loss of time and the unproduction of the ignorant criminals while they are being arrested, tried, convicted, sentenced, &c.

Let us look at both sides.

The children are here, and are being educated for citizens, or to swell the hordes of tramps and dissolute characters.

MARK TWAIN, as will be seen in the "Special Notice" department, on pages 12 and 13, has turned reformer. There is a wide field for the exercise of his very laudable and praiseworthy efforts in this behalf.

Fellow teachers, the great object of the JOURNAL is to aid you in the grand work of human elevation. We appeal to you to give us an earnest support. For nine years we have not failed to visit you monthly. By each devoting a single hour, you can double our circulation and our usefulness. An early reply will gladden our hearts and strengthen our hands.

Prof. John Wherrell, the able Superintendent of the Leavenworth schools, has prepared an address to the people of the State of Kansas in favor of a uniform system of State Normal Schools. It should be read by every teacher and tax-payer in the State. We hope to present extracts from it.

The average length of time which schools are kept in Kansas during the year is 20.7 weeks.

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IS IT BEST?—NO. 2.

We continue, as indicated in our last issue, extracts from the very able and exhaustive article of Dr. Wm. T. Harris, Superintendent of the St. Louis Public Schools, from a late issue of the *Atlantic Monthly*, on "The Division of School Funds for Religious Purposes."

We are sure these articles will be found to be of great value, not only for the fair and temperate discussion of the immediate question involved, but for the information given on the classification and proper grading of schools, which becomes necessary in elucidating the argument.

The special phase presented at this time may be denominated as

"THE NECESSARY EFFECT UPON THE SCHOOLS OF A DIVISION OF THE SCHOOL FUND."

First, it is obvious that a poor classification of pupils as regards advancement in studies would result. The common schools of the country suffer very much from this source. A teacher with forty pupils of different ages and attainments, ranging from beginners up to those who have advanced eight years on the course of study, will probably find no two pupils excepting the beginners at just the same point of advancement. If the teacher makes classes, she will bring together into each class pupils who differ so much that the best ones do not have to study to learn the lesson which may be too hard for the poorest scholars in the class. If she makes no classes, she must hear each individual recite his four or more lessons by himself, and more than a hundred such recitations within six hours will allow for each something less than four minutes. Want of good classification causes instruction to degenerate into a process of requiring and hearing lessons that are verbally committed to memory, and of which all discussion is omitted and correct understanding not insisted upon. For this reason the country school is rather a place where children go to learn what they can, of their own accord, from the text-book, than a place where they are incited by the teacher to regular and systematic exertion, and led by emulation and critical attention to the recitations of their classmates to gain deep and independent insights of their own. There remains, of course, the moral training which a good teacher even in a country school may secure in the formation of correct habits of regularity, punctuality, silence, attention, industry, politeness and kindness towards one's fellows.

In city schools and in large schools of villages, classification is adopted to such an extent that each teacher may have from forty to sixty pupils, and these of so nearly the same qualifications that they may be taught in two classes. The time for each recitation may be a half-hour, during which it is possible to test the work of every pupil, discuss the bearings of the lesson, criticise the mistakes of the pu-

pils and of the text-book, review previous lessons in the points which relate to the task of to-day, and show the pupil how to study as well as what to study.

The classification of pupils in accordance with the religious belief of their parents does not assist the teacher of secular studies at all. Each small parochial school will have the same difficulty as the small country school, intensified. For if the already small schools of the country are divided, either the cost of instruction will be greatly increased by the necessity of providing several teachers where one now does the work, or else the schools must be so scattered that each pupil on an average has to go much farther to reach the school to which he belongs. Small denominations will find this very hard. But they will get little sympathy; their children may attend the parochial schools nearest at hand and be proselyted to a faith different from that of their fathers. Parochial schools in the cities would be able to classify better, especially those of the large denominations. But the schools of small congregations of believers would be ill-classified even in the cities; all schools in the villages would be ill-classified, and in the country schools no classification could be attempted.

Where good classification is possible, a teacher can better instruct a far greater number of pupils than where it is not possible. The consequence is that ill-classified schools are not only inferior in regard to instruction, but they are far more costly pro rata. Let a school of forty pupils under one teacher be divided according to religious confession into five schools, the largest having twenty pupils, the next having ten, the next six, the next three, and the last one. Unless these can be combined with other schools, thereby increasing the distance each pupil has to travel, five teachers will now be required to do the work. The school-money from the State being distributed pro rata, the smallest classes of believers will have to pay nearly the entire expense of education from their own pockets. Being few in number, they will find the cost of tuition to each child fearfully heavy, and education among poor people who are unwilling to forego their rights of conscience will be altogether prevented.

THE INFERIORITY OF INSTRUCTION WHICH NECESSARILY RESULTS FROM POOR CLASSIFICATION.

The conflict of religious castes in the legislative bodies and at the polls, the general dissatisfaction which would be felt by the majority of the people in whatever distribution might be made, and above all, the inferiority of instruction which necessarily results from poor classification—these, added to the practical argument drawn from the expensiveness of separate schools (outside of the city for even the large classes of believers, and for the small classes everywhere), would doubtless cause an

early return to the free common-school system, after a trial of the parochial system. But a persistence in the system which is under discussion would soon bring upon the community worse evils than those named, in the form of results. There would be a decrease of secular knowledge and a great increase of theological knowledge. Inasmuch as this separation of schools was brought about in the interest of religious differences, it is quite natural to infer that greater and greater stress would be laid upon those differences in the religious instruction given in the parochial schools. *Esprit de corps* would add intensity to the impression received from the instructor in doctrines. In the nature of theological truth there lies the possibility of furnishing food for fanaticism and bigotry. In these days of the newspaper and cheap transit from one section to another, and above all of the common school, the barriers of religious caste have become so broken down that a universal spirit of toleration prevails. The liberality of the greater part of the community disenchants even the bigot who has had the misfortune to be reared under a narrow-minded and exclusive system. Children of all confessions mingling in the free common schools learn to know, love and respect each other. They learn to co-operate with each other, and to make peaceful combinations. They learn to trust those of a different religious faith, and, in short, to judge their fellow-men by overt acts instead of mere belief or disposition. In the industrial community after they leave the school, they continue the same lesson, learning to know and respect their fellow-men for other reasons than religious belief. In the daily newspaper they contemplate the spectacle of the great world of humanity, and their sympathies, being schooled in this institution, become so broad as to include all men. This humane feeling, love of man, love of one's neighbor as one's self, is regarded by many as the truest realization of Christianity. The love of God with all one's heart and mind and strength is doubtless essential to but is not distinctive of Christianity. Christian morality certainly culminates in this brotherly affection for one's fellow-men.

But in the parochial school an effective instruction in the dogmas of the church must perforce develop a habit of thinking on the distinction between man and man as holding different religious beliefs. Within one's church are the elect for time and for eternity. Without one's church are the proscribed and lost. I am one of the sheep, my neighbor is one of the goats. Love of God and fear to disobey him furnish the groundwork of the confession. Then comes the infinite importance of right belief, and of conformity to the ceremonial observances of the church, as ordained of God. If these are so important to me, their disregard by my neighbor must surely be fraught with infinite

consequences to him. If God hates my neighbor, it is certainly wrong for me to love him. Toleration is a crime. If by bodily suffering a heretic's soul may be saved, the church is only merciful if it inflicts it.

The social good feeling and the mutual respect and confidence which grow up in the common school are to be sacrificed, and in their place are to come—through the agency of the parochial school—the exclusiveness and distrust which belong to a training in the use of theological distinctions as of infinite consequence in the destiny of each individual man, if this training is begun early and long continued.

(To be continued).

SCHOOL MANAGEMENT.

BY J. BALDWIN.

County Superintendency.

WHAT should the County Superintendency be? How may it be rendered most efficient? Of these great educational problems no State has yet reached a fully satisfactory solution. In view of the experience of more than thirty States the following solution is submitted:

I. *Status*.—The County Superintendency should be an *employment*, not an office. It should be strictly professional and similar to city superintendency. Making it an office involves insurmountable difficulties. Superintendents should be employed and dismissed on precisely the same plan that other teachers are employed and dismissed. That the Superintendency should be an employment, will not be questioned. Making it such is doubtless the key to its popularity and efficiency.

II. *Term*.—Four years is probably the most desirable term. A good Superintendent should be retained at least two terms. A poor one should be dismissed at once. The longer a good Superintendent is retained the better. As with teachers, frequent changes preclude success. In four States the term is four years; in seven, three years; in fifteen, two years, and in three, one year. Short terms are fatal for two reasons: First-class men will not accept, and the time is too short to mature and work out a plan. Making the Superintendency an employment for a term of four years will command the best ability and produce the best results.

III. *Salary*.—The salary should be sufficient to secure the entire time and energies of the best educators. Railroad Superintendents are paid salaries varying from \$5,000 to \$15,000 annually. These are wonderful men. Cities pay from \$2,000 to \$5,000 in order to secure the best talent. Harris of St. Louis, Rickoff of Cleveland, Pickard of Chicago, Kiddle of N.Y. &c., are the peers of our greatest statesmen, attorneys and theologians. To direct the school work of a county requires the highest ability. The salary must be sufficient to command such ability. Pennsylvania

pays from \$800 to \$3,000, averaging \$1,500. The salaries in New York average over \$1,000. In these States good men are secured and good results obtained. But the average salary does not equal that paid in other fields of activity requiring less ability and less labor. In other States the efficiency of the Superintendency is ever found to correspond with the salary paid. In my judgment less than an average salary of \$1,200 will not command the requisite talent.

By making the Superintendency an employment for the term of four years, at an average salary of \$1,200, the best men in the country may be secured for Superintendents, and each dollar expended for educational purposes may be doubled in value.

IV. Employment and Removal.—Here we find the cause of failure or the key to success. Five plans are being tried. In sixteen States the people elect; in three the county courts appoint; in five the county school officers elect; in two the State Superintendents nominate and the Governor appoints; in three the State boards of education elect.

1. Election by the people, as in the employment of teachers, is the worst possible plan. In no State does it give satisfaction.

2. Appointment by county courts is decidedly objectionable.

3. Election by the school officers of the county gives good results. The directors in Pennsylvania and the trustees in Indiana elect. Though often not the best, good selections are generally made.

4. Appointment and removal by the State Superintendent, with the consent of the State Senate, has much to commend it.

5. Election and removal by an efficient State Board of Educators is, doubtless, the best possible plan. Let the Board consist of the State Superintendent, the Presidents of the State University and State Normal Schools, the Superintendents of the six largest cities, and a leading educator from each Congressional District in the State. The professional standing of the members of the Board would guarantee the selection of the best men, and the summary removal of inefficient superintendents. The Board would not be restricted by county or State lines. As in the selection of teachers, qualifications, not residence, should determine the choice. This plan impresses us with the force of an intuition. It could not fail to give each county a first-class Superintendent.

V. Qualifications.—To be eligible to the position of County Superintendent the person proposed should be—

1. A good scholar and efficient teacher
2. He should possess a high degree of organizing and managing power.
3. He should be energetic and devoted.
4. He should be in vigorous health.
5. He should hold a first-class State certificate.

The law should specify these qualifications.

DUTIES OF THE COUNTY SUPERINTENDENT.

The duties of the County Superintendent are many, and each duty is of great importance. Upon the faithful discharge of these duties depends, to a remarkable extent, the progress of the schools.

1. *Adapt and Execute.*—A skillful and determined County Superintendent is needed to adapt and execute the plans of the State Superintendent. Without such aid the best State Superintendent is comparatively powerless. The State Superintendent is the directing head, the County Superintendent the executing arm. Wherever the County Superintendency is recognized as the right arm of a public system we find marvelous progress.

II. *Inspect Expenditures.*—We need a business County Superintendent.

1. To audit the accounts of school boards.

2. To see that all school money is judiciously expended.

3. To carefully guard all school funds. The amount he can thus save will far more than pay his salary.

III. *Procure Statistics.*—An industrious County Superintendent is needed to procure and tabulate full and accurate statistics. Without such an agency the statistics usually procured are so defective as to be almost worthless. Few seem to realize the immense importance of correct school statistics.

IV. *Grounds and Buildings.*—A sensible and influential County Superintendent is needed to aid in the selection of school grounds, the erection of buildings, and the selection of furniture and apparatus. Probably more than half of the school houses are badly located, badly constructed, badly furnished, badly heated and ventilated, and chronically in bad repair. Suitable out-houses are rare. Few schools have the necessary apparatus. These gigantic evils affect to an alarming extent the health and progress of the 10,000,000 pupils attending our 200,000 schools, costing \$70,000,000 annually. A capable County Superintendent can produce a rapid improvement. The resulting benefits can hardly be overestimated.

STATE NORMAL, Kirksville, Mo.

COUNTY SUPERINTENDENTS.

IN Pennsylvania the County Superintendents are elected as follows:

Once in three years the school directors of each county assemble in convention for the purpose of electing a county superintendent of schools and fixing his salary. No one is eligible to this office unless a teacher in possession of certain evidence showing that he has proper qualifications for the place. These officers are commissioned, if no valid objection is made before him to its being done, by the Superintendent of Public Instruction, and are subject to removal by him for cause.

They also receive their salaries from the State through him. Their duties are to examine and certificate teachers, visit schools and give instruction in methods of teaching and governing; to hold teachers' institutes; to give advice to school directors; to manage the general interests of education in their respective counties, and to make reports, monthly and yearly, to the Department of Public Instruction. There are sixty-five such officers now in commission.

Under a special law cities or boroughs of over 7,000 inhabitants can elect superintendents in the same way as county superintendents are elected. These officers are commissioned like county superintendents; they must have like qualifications and perform like duties.

There are now in office twenty-three city and borough superintendents. The average salary paid the county superintendents is a little less than \$1,200 per annum, and that paid city and borough superintendents something over \$1,500 per annum.

TENNESSEE.

Editors Journal.

The friends of the school system have some reason to rejoice. The schools, as a general thing, are doing well. The opposition is growing less and less. The Normal School is springing up here and there. The Institute, the teachers' traveling school, is kept up in a number of counties. School journals circulate among the teachers, and the result is very gratifying.

We are making progress, and we look to a brighter day in free school matters in Tennessee. The present year will be barren of the best results. The political excitement has been of such a nature as to very much retard our educational operations. Happily it is over now, and we can settle down to work again.

The wild cry of economy has had a very deleterious effect upon the school system. The politicians seem to think that economy must begin with the schools. The cry of "low taxes" leads many to believe that the school tax, though very small in Tennessee, should be reduced. The expense of State and county supervision is paraded before the people on every occasion. The men who do this claim to be the friends of the people. They say by their actions that it is better to keep the masses in ignorance than pay taxes for free schools. This is a dangerous element in society, and is to be feared only from its numerical strength.

Our people need information on the subject of free schools. Where this matter is fully understood there is no trouble and but little opposition. The ignorance which we have to combat in the South is alarming. Horace Mann once said that an ignorant ballot is the winding sheet of liberty. Our danger lies in the wide-spread ignorance of the voting population of the South.

Not one-tenth of the school population of the Southern States ever enter the school house. We are not among those who complain, but we feel that the time has already come for sounding the alarm. There is danger ahead, for ignorance has ever been the disturbing element in republics. We have a noble people, generous to a fault, quiet and peaceable at all times. While this is true, there are also disturbing elements in our midst.

We need general intelligence among the masses. Our people do not read. The newspaper, the great civilizer of the age, does not go abroad in the land. The free school is just beginning to take root in the affections of our people. There is hope for a people when virtue and intelligence guide them. We must learn to labor and to wait. The teacher is one of the most important factors to be employed in the development of the South.

H. P.

JONESBORO, Tenn., Nov. 18, 1876.

TOOLS TO WORK WITH.—Superintendent Wickersham, of Pennsylvania, said at the State Teachers' Association meeting, that in the future a larger amount of apparatus must be used, if we expect to keep up with educational institutions in other countries. He also suggested that more tangible expressions in recitations must be used, and that a large amount of the work must be reduced to writing. He would require this work done weekly and monthly, so that a comparison might be made in the future. He declared that primary instruction in the Old World is far superior to our own. "We," said he, "use the abstract idea, and they the concrete, or, in other words, use more of the system of object teaching."

With globes, blackboards, outline maps, charts, &c., teachers can do much more and much better work than without these helps. Estimates should be made for these things.

Look back ten years and see if you can measure the progress of education. Has it not been wonderful? A better class of teachers are in the school. We have better school buildings. Every citizen knows or claims to know something about teaching. The parents visit the schools, teachers visit each other's schools, attend institutes, read school journals, and study works on the theory and practice of teaching.

Education makes good men, and good men act nobly.

There is a victory and defeat, the first and best of victories, the worst and lowest of defeats, which each man gains and sustains at the hands, not of another, but of himself. Nor do we fail to see within ourselves What need there is to be reserved in speech, And temper all our thoughts with charity.

An endless significance lies in work.

THE DOORS THROWN OPEN.

BY ANNA C. BRACKETT.

We closed our last article by asking *how* shall we best overcome the difficulty—not of inherent incapacity in woman, but of defective training. In the first place we want to raise the level of the mass of women teachers, i. e., of the assistants. To do this, we must have enough principal's places open to them to create a healthful upward current. But, to secure these principal's places, we must make ourselves fully able to perform the duties of principals as profitably as the men in the same positions; not exactly like the men in the same positions. There will always be a difference in ways of detail. The thinking activity, pure and simple, knows no difference of sex; but in its concrete applications, man and woman will always use somewhat different methods; nor would we wish it otherwise.

In what, then, are we lacking? I answer, first, in a true knowledge of real life; and second, in breadth of thinking. We are apt to reason on false premises in our judgments of others, and, though we are generally found faithful and watchful as to details and minutiae, we are often not able to grasp our problems as wholes. We are more apt to form our ellipses by carefully piecing together arcs of different circles than to sweep at once the whole curve. These two things—a knowledge of human nature and a comprehensive grasp of thought—are what we must gain if we want to secure and retain some of the places as the heads of schools; and this we do want to do, not so much for our own sakes as for the sake of elevating the mass.

How shall we gain these? I answer that we must, besides all the experience we can gain for ourselves or make occasion to watch in others, study, not simply read for amusement, the works of those who have been masters in this knowledge. We must study Cervantes, Moliere, Goethe, and, above and beyond all, Shakespeare. Thus may we learn how to trace motives, how to interpret actions, how rationally to sway men and women; and we may be only thankful that this lesson, so needful, may be learned and best learned with such accompaniments of enjoyment, and that in our search for wisdom here we may travel under the guidance of those who "go hand in hand with nature, not inclosed within the narrow warrant of her gifts, but freely ranging only within the zodiac of their own wit."

In the real persevering study of these authors for this purpose we

shall fit ourselves for the work we have to do to overcome our second want; for we shall gain in strength so that we can then attack the thoughts of those who have been so wholly devoted to the pure thought that they have not paused to embellish it with figures of speech or to make it attractive. We must study and restudy the strongest thoughts of the strongest thinkers of all time. The world is full of books, but that need not concern us. Instead of the futile attempt to compass the whole range of standard thought-literature, we may as well draw from the original fountains. Therefore, let us study Socrates, Plato and Aristotle, and the other masters of pure thinking. Let us be satisfied to work patiently at them, content if many years' labor give us only small outward results. So, and so alone, can we grow into the grasp of thought which will fit us to assume the positions of direction to which we aspire.

One more word. It is not necessary, as some would have us believe, that teaching should be a life-work in order that it be well done; but it is very certain that the woman or man who has not the strength resolutely to shut out from her or his thought the aiming at something beyond what he or she is doing at the time will never make a grand success in any field. The man who teaches *only* to support himself while he reads law, the woman who teaches *only* to support herself until she is married, will never distinguish themselves as teachers:

For no expectant eyes
Of something other full of wild desire
Can watch the burning of the altar-fire
Of daily sacrifice.

But it is no less true that the fact of a man's becoming a lawyer at some time does not render it at all impossible that he may be one of the best teachers now; neither does it any the more follow if a woman knows that she may be some time a wife that her utility or success as a teacher at present is impaired.

We are told that the holding of such positions will destroy in woman her most valuable qualities. But this is true only where she is not broad enough to fill such positions worthily, and is seen quite as often in men as in women. The women that America has to-day to show, and of whom she will have yet more and more to show as the years open the way, will not be made hard and unsympathetic or lose their womanly tenderness and purity, in a work which, because of their wide thought, can never sink to the level of pulverizing routine, and which, because of their true and fine appreciation of what human nature really is, will not fail to keep them tender and pure while it makes them strong and wise.

A MODEL SCHOOL HOUSE.

WE are indebted to the courtesy of Hon. J. P. Wickersham, editor of the *Pennsylvania School Journal*, and Superintendent of Public Instruction of the State of Pennsylvania, for the following cut of "A Model School House," and the descriptive text. Prof. Wickersham says:

"Many school directors and teachers have asked us to present in *The Journal* a full description of the model of a school house that occupied a central position in the Pennsylvania Educational Hall during the Exposition, and attracted a large degree of attention. In answer to this request we have procured from the builders a cut of the model, with accompanying description:



A MODEL SCHOOL HOUSE.

This beautiful model, built for and exhibited by the School Department of Pennsylvania, has been examined with much interest, and admired by many thousand visitors to the Pennsylvania Educational Hall, during the session of the International Exhibition, just closed. Its completeness in every detail, both internal and external, and its neat and tasteful appearance, has placed it *far beyond any similar model presented by this or any other country*. It was built by the Keystone School and Church Furniture Company of Philadelphia, the successors of the well-known Philadelphia firm of J. A. Bancroft & Co. The design was selected from a number published by this firm, and is the fourth of the series. This model is built on the scale of 1-8 of an inch to a foot, and is a perfect guide to the builder, being, in almost every respect, a *fac simile* of the full-sized building, which is intended to be 22x34 feet. It could be enlarged sufficiently for two rooms, and make a very handsome appearance. The projections on the side give variety to its appearance, and relieve it from any stiffness or formality in style.

The ceiling of this school room is 14 feet high. The vestibules are light and roomy, and are convenient of access to the wardrobes, which are large and in the rear of the platform, opening into the school room, and not in the hall or vestibules, as is generally the case. Where they thus

open into the room, the clothing is under the supervision of the teacher, and cannot be removed or injured without his being aware of it. Between the two wardrobes is the teacher's closet or room. The school room is lighted by six windows, the glass 12x15 inches in size.

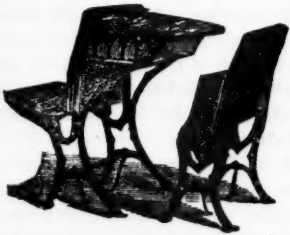
Blackboards extend all around the school room, which is wainscoted three feet high, the vestibules four feet. A wash-bowl is placed in each wardrobe, the latter provided with iron clothes hooks. The roof projects three feet on all sides; the gables are ornamented with open timber work. The roof of vestibule extends forward a sufficient distance to form a porch over the front steps. The cellar is dug two feet deep, the foundation trench being six inches deeper. The foundation walls and

centre piers are six feet high from the cellar bottom to the under sides of the sills. This gives ample space to heat from a cellar stove or portable furnace if desired, and also furnishes a wood or coal shed, while the building will last almost twice as long, the timbers being kept dry and free from decay. The smoke and gas are conducted to the chimney by a seven-inch sheet iron or terra cotta pipe, through a brick flue, built and projecting from the rear of the house, about 24 inches long and 8 deep. Four openings by means of iron registers, are made at the top and bottom of this flue into the school-room, and, by the heated air from the smoke flue, assist in carrying off the impure air of the room. Ventilating shafts also open into the belfry, and run from the partition in rear of the teacher's platform. A fresh supply of pure air can be obtained by enclosing one or more of the spaces between the floor beams; these cold air ducts should communicate with the openings in the foundation walls, and registers or covered openings made in the floor or sides of the room."

A building after this plan will cost from \$1,400 to \$1,600, according to the locality, which governs the cost of material. The grounds surrounding the school are neatly laid out in graveled walks and flower beds in front. The sides and rear are graveled for playgrounds, and provided with a flying-swing and parallel bars,

&c., for gymnastic exercises. A substantial fence encloses the whole. Floor plans and specifications of this house, with various others, can be obtained by school districts, by addressing the builders as above, at 512 Arch street, Philadelphia.

The desks used in this model house are of the "New Patent Gothic" style, as shown in the following cut,



The Gothic Seat and Desk. Back Seat, to start the row with.

and are used *exclusively* in the public schools of Philadelphia, and this city gave its unqualified *endorsement* of this "New Patent Gothic Desk" by a *unanimous* re-adoption of them after five years of trial, during 1871, '72, '73, '74, '75, for 1876.

The curved back and curved folding seat conform exactly to the person of the occupant, so that in using this seat the pupil sits in an easy, upright, and healthy position.

The Philadelphia Board of Education, after thoroughly testing this desk for five years, and re-adopting it for exclusive use during 1876, give a most emphatic testimony to the truth of the statement of Dr. Wm. T. Harris, Supt. of Public Schools of St. Louis.

Dr. Harris says: "These New Patent Gothic Desks, used in the High School in this city, after a thorough trial, give *entire* satisfaction, are not only substantial and beautiful, but by their peculiar construction secure perfect ease and comfort to the pupil, at the same time they encourage that upright position so necessary to the health and proper physical development of the young. These considerations commend this style of desk to all who contemplate seating school houses."

"These desks," says Prof. Wickersham, "are manufactured in Philadelphia by the Keystone Company. The building will seat 50 pupils, as follows: Each size of desk, in its own row, 20 primary, 18 secondary, 14 grammar. This number could be enlarged by lengthening the building."

Fifty pupils accommodated at a cost of 2 50 to \$3 00 each.

Prof. Wickersham goes on to say that "the model was much admired by gentlemen from foreign countries sent to the Exposition to study education. A careful drawing of it was made for the Minister of Public Instruction in France, and the Japanese made propositions to purchase it and take it home with them, and that among the early fruits in our own State growing out of its exhibition is the erection of a school house after

the plan of this model in Lancaster township, Lancaster county.

ALABAMA.

We ought before to have called attention to the State Agricultural and Mechanical College of Alabama, located at Auburn, and which, under President Tichener, is already on the way towards furnishing every county in the State with a more intelligent class of workers, not only in engineering and surveying, but in agriculture also.

Arrangements have been made for the free education of the cadets from each county in the State, and for the sons of all ministers of the Gospel in the regular work from any State. For catalogues or other information, address I. T. Tichener, President, Auburn, Ala.

GEORGIA.

Mr. John H. Dent, of Cave Spring, Ga., in an interesting letter to the *Country Gentleman*, says: "Everything is looking favorable so far as farming prospects are concerned, and we are at last on the right road which will make us once more a prosperous and independent people; and, as improvements go on, we are sure to see our farmers take more interest in agricultural papers and read more than they do."

"More reading of agricultural works by farmers is greatly needed to inform themselves of what is going on and being done in other parts of the country. It seems a hard matter to convince the generality of farmers that anything can be learned from books that is advantageous to them in carrying on farming. You may tell them that works on agriculture are as essential to farmers as law books are to lawyers and medical books to doctors. They say it is only book farming, which amounts to nothing. The common idea is that instinct and hard work make the farmer—instinct being a gift, and hard work the rule. But our present system of farming, where labor has to be hired, economized and used to advantage, will gradually open their eyes, and teach them that knowledge is power itself."

A MAN without education is like the beasts in the field.

THE citizen must be educated to be morally good, and to be capable of noble deeds.

THE neglect of education is most harmful to the State itself, since our highest well being and the maintenance of the State depend upon it.

WHATEVER the highest of the human race has achieved has been done by education and by faith in personal immortality.

THOSE parents and legislators whose own education was neglected, or defective, should bestow all the more care on that of the rising generation.

The key to every man is his thought.

Just so much intellect as you add, so much organic power,

AN INTERESTING DOCUMENT.

WE have read every word of the sixth annual report of Hon. W. H. Ruffner, Superintendent of Public Instruction in Virginia, and we doubt whether there is a State in the Union that can make a better showing for the past year.

The money expended for all purposes to sustain the schools amounted to \$1,069,679 56.

The gain in attendance of pupils the past two years has been over 26,000.

They built 333 new school-houses. They have 94 county and city superintendents. They employed 4,620 teachers, and the average number of months taught was five and a half.

Seventy-five counties report a *gain* in public sentiment in favor of public schools. Ninety-six counties report an improvement in school rooms. Eighty-three counties held school meetings according to law. Educational meetings, teachers' institutes, were held in seventy-six counties.

SUPERIOR SCHOOLS.

Dr. Ruffner says: "As to the *ability* of a public system to furnish superior schools to the people, none can doubt who know either the history of education or its present condition among the nations. * * Superior teaching wins the day. Money, school-houses, apparatus—everything needed follows almost spontaneously. Each will bring the other. Good pay will bring good teaching, and good teaching will bring good pay."

THE DAWN OF A NEW ERA.

Dr. Ruffner says, in conclusion, that "the school system was never so prosperous, so well managed, or so strong in public favor as it is to-day. And what is more pleasant to mention, my extensive travels throughout the State during the last six years have enabled me to observe a growing *improvement* in the financial condition of our people as a whole, and a consequent hopefulness of spirit, which, taken in connection with the quiet tide of immigration, announce the dawn of an era of great prosperity to our dear old Commonwealth."

We tender our congratulations to Dr. Ruffner and his earnest co-laborers on the success already achieved, which of itself insures a steady progress onward and upward in all that makes a people good and great.

Nothing is lost that adds to the elevation of our thoughts, for they become the fibres of the will.

Who shall set a limit to the influence of a human being?

What you think great, is great. The soul's emphasis is always right.

There is a force in to-day to rival and re-create the beautiful yesterday.

The soul contains the event that shall befall it, for the event is only the actualization of its thoughts, and what we pray for to ourselves is always granted.

There are, sublime considerations that limit the value of talent and superficial success.

ESTIMATES FOR NEXT YEAR.

GREAT care should be exercised in making the "estimates" to sustain the schools for the ensuing year.

The "hard times" pinch in many places, but it is *economy* to keep the schools going strong, and to secure good teachers and pay them promptly.

What does the school law say in regard to estimates? When are they to be made? By whom? How much money is needed? All these matters ought to be thoroughly and carefully canvassed in time, so there shall be no mistake made.

Estimates must be made according to law—at the proper time and in the proper way—else no money can be had to pay teachers and other necessary expenses for a year.

HOW TO GET IT.

\$16 FOR \$1 60.—It is all explained now. We have often wondered, and our friends frequently ask us, why we don't get rich. The last clause of the following letter from Prof. Lynch solves the problem.

How can a man "get rich" who gives \$16 for \$1 60, as many thousand times a year as we do? We give to all the *thousands* who subscribe for this journal just as much as we give to Prof. Lynch—that is, \$16 for \$1 60.

We believe the *facts* to be just as Prof. Lynch states them, because hundreds of others have said the same thing. We shall keep right on, doing even more and better for our subscribers and advertising patrons in the future.

Remember, if you want to get \$16 for \$1 60, to send for *this* journal, and if you want your friend to share in so good a thing, mention the fact and we will do as well by your friend as by you. But to the letter:

SALEM, Mo., Dec. 13. 1876.

Editors Journal:

Gentlemen—I have been a *constant* reader of your valuable journal since its *first* publication, and I desire to express my high appreciation of its merits, and to recommend it to all our teachers, as a real practical help in the school room.

The chapters on school management alone, by Prof. J. Baldwin, are worth *ten times* the subscription price. Yours very truly,

WM. H. LYNCH,
Principal Salem Academy.

Ten times \$1 60 is \$16.

HE who legislates and plans for the school plans for the most important planting time, not only for earth but for heaven.

To tell the truth to those in fault should not be omitted, for knowledge of our faults or deficiencies is the beginning of improvement.

FATHERS and mothers are enemies to their children if they do not cause them to be instructed and educated.

THE proper training of our youth is the highest concern of the State.



J. B. MERWIN EDITOR.

ST. LOUIS, JANUARY, 1877.

TERMS:

Per annum, in advance.....\$1 50, 10c must be sent to prepay the postage of this paper for the year. This is in accordance with the United States law, which makes all postage payable in advance at the mailing postoffice, instead of at the receiving postoffice of the subscriber's residence.

Single copies.....15
Eight editions are now published each month.
Advertisements go into ALL the editions.

POSTAGE PREPAID.

Please remember that in addition to the subscription price, \$1 50, 10c must be sent to prepay the postage of this paper for the year. This is in accordance with the United States law, which makes all postage payable in advance at the mailing postoffice, instead of at the receiving postoffice of the subscriber's residence.

NO BACKWARD STEPS.

LET us take no backward steps this winter. It is not less, but more, intelligence that is needed. The times demand power and not weakness. We need more culture, which will bring more character and more stability.

We need all this in our homes, in our schools, and in our legislative halls.

The earnest plea to those who are to legislate in these dark days and troublesome times, is, give us the sinews of war to strengthen our *Normal Schools*, and so strengthen our district schools and so strengthen the people.

Ignorance is weakness, ignorance is limitation, ignorance is a hindrance.

Strength and stability and wealth and peace come from an intelligent law-abiding constituency. Legislators should lead the people, embody the highest demands of the age, so that our laws should be a reflex of our best attainment and our best civilization.

To hold what we have, and to secure what we need, we must have a trained and educated corps of teachers. The stream never rises higher than its source, and to have an intelligent, productive citizenship we must have scores and hundreds of trained teachers where we now have but one, or, at best, but a few.

Experience proves that teachers trained and educated in Normal Schools do not only very much more, but very much better work than those who attempt to teach without such training.

The demand is for more Normal teachers for these reasons: Will our legislature meet this demand of the people, this demand of the age, by making such appropriations as will insure the continued success and prosperity of these most useful institutions?

We certainly hope, and the people expect this will be done. Let us

mark a new era in the progress of our State by rising to meet, in a patriotic and statesman-like spirit, this pressing demand for the means to secure a more enlightened and a more intelligent citizenship. In the radiance of this steady star of hope, ever shining, there will come to us a harmony and unity, a peace and prosperity, which no fates shall interrupt, for they will be protected by the diamond shield of duty.

THREE VAST ARMIES AT ONCE.

1. The army of ignorance.

It is over five million strong—5,600,000 of our people cannot read nor write—are illiterates, here and there, throughout the Union, by hundreds, by thousands, by myriads. In Kentucky, twenty-eight persons of every hundred; in Georgia, just double the percentage, fifty-six persons of every hundred. Near Kentucky cluster the three most similar on the scale, viz: Maryland, twenty-two; Delaware, twenty-four; whereas, around Georgia rally the States nearest her on the scale, viz: Mississippi, fifty-three; Florida, fifty-four; South Carolina, fifty-seven persons of every one hundred. 5,600,000 such ignorant persons in the United States confessedly—millions more whose "read and write" is wretched, scanty and lame.

"Knowledge is power." Then ignorance is weakness, helplessness and woe. Ignorance is as the blindness of the eyes, the deafness of the ears, the deadness of the touch; in a word, the palsy of all the senses. The ignoramus is an easy prey to the foxes and wolves of society. The ignorant souls grope in perpetual twilight at best, and often in midnight darkness. The demagogue leads them by lies and fraud; the bigot inflames their ungovernable passions by false and one-sided views; the sciolist deludes them by his whole errors and half-truths. Ignorance is the mother of prejudices, vices, and crimes.

2. The army of vice.

A larger army than the last, for not only are most of the illiterates the subjects of vice, but millions who can "read and write" and cipher, are devotees of this or that vice, from the genteel vices to the beastly ones, and all the soldiers of this immense army are more or less, consciously or unconsciously, allies to the soldiers of the army of ignorance. They labor and they fight, with hand joined in hand; as the hard drinker, the swearer, the libertine, are true allies of benighted ignorance. Each tends to aid the other, since ignorance gravitates awfully to vice, and vice debars its offspring from knowledge in ten thousand cases.

3. The army of crime.

Sixty or eighty criminals out of a hundred, even in the most intelligent communities, are illiterates, and are intemperate at times. So vice and crime often go hand in hand, fearful comrades in peril to society, to good government, to all righteous law of man and God.

Read Judge Easley's statement:

"In England, pauperism and crime cost five times as much as education; but in Sweden, education costs five times as much as pauperism and crime. Let us emulate Sweden, and not England." Well and powerfully said! Let it ring far and wide!

Three vast armies on us at once—armies which are fed, clothed, housed, armed, officered from the outside. Criminals, vicious, ignorant, these are not competent to conduct the enterprises of industry, art, science, to develop natural resources, to strengthen the State. No, they are dead weights at best, and oftener destroy present means than produce or create wealth; instead of husbanding former means, and changing one talent to ten talents, criminals must be supported and watched all the time.

"One shall chase a thousand, and two put ten thousand to flight." See a worker like Dr. Sears, a writer like Dr. Harris, an organizer like Prof. Phelps, and you see a noble above mere nobles, and a sovereign outranking most crowned heads.

Will Judge Easley permit us to generalize more widely, and to say the whole nation "must practically move up to a higher educational position or go to the devil." It is like the contest between St. Cecilia and old Timotheus, as Dryden writes:

"Let old Timotheus yield the prize,
Or both divide the crown;
He raised a mortal to the skies;
She drew an angel down."

If these three armies consolidate, and their offspring multiply like alligators, the dead weight and inward ulcers will ultimately gangrene the whole body politic. Hence the educators and patriots everywhere have to contend for the welfare, the augmenting power and purity of the coming generations, and for even the very life of the nation in the future ages.

These armies must be routed, and the fugitives won over to the ranks of law-abiding, industrious, productive citizenship. Education will do it—must do it, or the Nation must perish!

THE best laws which can possibly be enacted are of no use if the citizens are not morally and intellectually developed by education.

LOOKING FOR SALVATION.

REV. A. D. MAYO says: "Our best people are looking for national salvation out of the common school. We cannot expect an institution so elaborate and expensive will be cheerfully supported and defended against its multitude of enemies, unless it is demonstrated that it is the great seminary of national character, the finest instrument to mold all sorts and conditions of children into solid American citizens. And, with all respect for the faithful teachers who hear me, I say, that more and more will the people demand of you

not merely a competent knowledge of a few books or sciences, not alone facility in turning off the routine work of the schoolroom, but a central force of character, an aptitude to shape the moral nature of the child, a dignity of purpose and concentration of aim that shall be an assurance of success.

Especially should our young women-teachers take this new phase of popular sentiment to heart. The time is coming when it will be regarded disreputable for a young woman to teach a common school with no higher aim or broader views than are often seen in the ranks of the profession.

Our American girls should remember that it is no longer "ladylike" to affect ignorance or lack of interest in the history and public affairs of their country; that, more than presidents and senators, do they form the character and inspire the aims of the future voters of the land; that they need especial care to rise up to the occasion and be, not only what they are now, examples of humanity and refinement, but also of stern truthfulness, justice and implacable public virtue to these little ones.

To my mind no public man is so much to be envied as the able superintendent of schools in a great city, or of public instruction in an American commonwealth. He is, indeed, called to be a minister of wisdom and righteousness to the children who are soon to possess that city or State, for good or ill. When the battle is raging every soldier looks for the standard, and while that floats in the sky, at the head of the column, the good fight goes on.

Teachers! our standard is the American character, enlightened and exalted by the best experience of the past, the broadest culture of the present, the loftiest inspiration for the centuries to come. Plant that standard on the roof of the school-house; work, toil, fight upward toward it; and what you cannot accomplish will be done, through you, by God, to the glory of the republic that lives and trusts in Him.

WHEN a man legislates so as to improve the young, he improves the whole human race, for what you put into the first of life you put into the whole of life.

DRIVING POWER.

IT was not brute force or force in the abstract that was wanting to man in the savage state. All the powers of nature were as strong then as now. The wind blew with the same force gravitation pulled the waters of rivers down with the same velocity, fire blazed with the same alacrity, and steam rode with the same expansive force. The power to be driven was there all the same, but the driving force of mind had not been applied to control and direct this mighty material. When that was brought to bear, it found plenty of

material ready to its purpose. From what had before been only harmful now became useful. Masters became servants, and when the forces were too powerful for him to contend against, the wily master set them to contend, the one against the other, and thus served himself by their contest. What had before been only destructive he made constructive. The force of gravity which had tended to pull down his buildings, he made to prevent their falling down, when the Romans set the keystone into the arch.

Always and everywhere it is mind or thought that is the driving power, as under its force alone can order and beauty be evolved from chaos and destruction.

The following sentence attracted our attention a few days ago. It occurred in some report which spoke of the schools in some place as "varying from the poorest to the best, according to the personal force and ability of the head." There can be no doubt that the teacher is the driving power in any school. There may be plenty of material, if we speak of our public schools, in the wealth of the city of which they form a part, in the intelligence and wisdom of the school directors, in the appropriateness and perfection of the building and apparatus, and in the ability of the pupils. But this mass of rich material is all wasted, or turned into a distracting and disorganizing farce, if the mind of the teacher be not strong enough to utilize it.

Notice, however, that it must be the head of the school who does this. We do not know a more discouraging sight than a good set of able assistants and an ineffective and weak principal. Through his action their work may be almost nullified. A good principal may accomplish much with poor assistants, but an inefficient principal almost nothing with the best of assistants.

Personal force and ability! This is what every school must have in its principal. It need not be so much ability to do the actual teaching, but it must be ability to detect possibilities in his teachers, and to make use of them. It is very true that every teacher should create remarkable pupils in her class. It is her business to impress her pupils with a sense of their own powers—to give them confidence in themselves, to encourage and inspire them. In like manner it is the business of the principal, not so much to exhibit his own power of teaching, though that is very well, too, but to create and set to work the power of teaching in his assistants. He who can do this infinitely multiplies his own strength and power. Is it not better for him to work with the strength of ten than with the strength of one? But to do this requires a person of strong personal force.

And it is a truth which cannot be too often emphasized, that the schools in any system or country "vary from the poorest to the best, according to

the personal force and ability of their heads."

If any one doubts the fact that *ignorance costs*, look at the amount of money mispent which found its way into the Dead Letter Office at Washington the past year.

The official report says that \$41,447 in money was found, and "commercial paper to the value of \$1,754,468." Ignorance costs; intelligence pays.

PRODUCTIVE INDUSTRY.

THIS age is called *the age of productive industry*. It is the era of emancipation of each and every member of society from the drudgery of slavery to his natural wants. The emancipation is effected through machinery.

Machinery during the past fifty years has *quadrupled* the efficiency of human industry. With the same amount of labor each man may obtain four times the amount of food, clothing and shelter, or for one-fourth of the labor necessary fifty years ago he may obtain as much as the laborer of that period did.

Achievement in this direction has but begun. In the future hovers the picture of a humanity so free on the side of its natural wants that its time is its own for spiritual culture.

But there is one general training especially requisite for the generations of men who are to act as directors of machinery, and of business that depends upon it—this training is in the habits of *punctuality* and *regularity* which the children get in the public school.

A human being may wait for the arrival of another, but a machine will not make any allowances for subjective whims or caprices, or failures in obedience to the laws of time and space.

The fact that so much of labor depends upon machinery makes itself felt throughout all occupations of life. The necessity of conformity to the time of the train, to the starting of work in the manufactory, fixes the time for the minor affairs of life (eating, sleeping, recreation, etc.) with absolute precision.

Only by obedience to these abstract external laws of time and place may we achieve that social combination necessary to free us from degrading slavery to our physical wants and necessities.

But the school makes these duties the ground and means of higher duties. They are indispensable, but no ultimatum. They render possible higher spiritual culture. The quick and prompt obedience of the pupil in simple mechanical training renders him penetrable and accessible to lessons of higher import.

It will not win a place to teach, or money to live on, for a teacher to do just as little as possible, or to be in herself or himself as little as possible in their work. Ignorance loses, competence wins, in the school-room as well as in other places.

WHAT IT WILL DO.

REV. A. D. MAYO says very truly that "the common school is the only place where our children have any life resembling their public association as citizens of the State, and they should there be taught the great lesson of just, humane and courteous bearing toward all ranks of the community.

The apprehensions of many good people that their children will form improper social connections in the public school, are not justified by the facts.

A country school-house represents all classes and types of society and culture, and falls as naturally into social strata as a metropolitan city. In a week the different styles of children find each other out.

There is the fashionable, the "low-down," the real "first-class," and the children, on the whole, group themselves with finer discrimination than their elders.

With this out-door social life the teacher can do little save the instruction in the rules that should guide them in their general choice of companions. But her business is, all the time, to show them, by precept and example, that every child in school is entitled to justice, humanity and courtesy; that, on the high level of their common work, there are no distinctions save those of merit.

The children of the poorest families can thus be taught not to envy the superior opportunities of the more favored, for they see that these advantages often count for nothing in the real work of the school.

The sons and daughters of the wealthy and distinguished will learn that mind, heart, worth, are of no station—may learn even to rejoice when a child overcomes the disadvantages of his lot in life and surpasses themselves.

This instruction, in what may be called the art of American public life, is one of the most valuable elements of the common school; indeed, nowhere else can it so effectually be taught.

The common school-house is the seminary of that American equality which underlies all differences in culture and station, and makes every citizen of the United States, as long as he is true to his country, so important that the whole Republic is pledged to protect his rights at home and guard his steps around the world.

Six thousand and fifty-two dollars was taken from letters sent to the Dead Letter Office in Washington last year (so the official report says) "which could not be restored to the owners." Ignorance costs; intelligence pays.

MAN cannot live and maintain himself as he ought if he is not educated, and so trained to use his reason.

WHEN the State or when parents, from avarice or ignorance, neglect to educate the children, the sad consequences which punish such conduct are sure to follow.

If the fact that *ignorance costs* is disputed, look at the expense of the Dead Letter Office in Washington. Three millions five hundred and forty-two thousand four hundred and ninety-four letters were sent there during the past year. A proper amount of intelligence and care would have saved nearly the whole of this expense.

DOING GOOD WORK.

WE have urged our teachers and school officers over and over again to enlist the attention of the editors of the *local press* in the work they are doing.

The people need to be better informed in regard to what is being done in our schools. It costs money to build a school house and furnish it properly with seats and desks, maps, globes, blackboards, &c., &c., and to pay the salary of the teacher regularly each month.

Does this investment pay? Strange as it may seem, there are many people who are incredulous about this matter—a few who say plainly that it does not—others are indifferent. All of these could be easily convinced that the money expended to sustain our schools is a paying investment, if they were informed as to the results.

Nay, more—these people could not only be convinced of this fact, but they could and should be so well informed by the teachers and by the local papers, as to become earnest and intelligent advocates of a system that is doing so much, and will in the future do more, to train to an intelligent, productive, law-abiding citizenship.

We are glad to see the local press doing its duty in this direction, and by a careful investigation, aiding materially and judiciously to mold public sentiment in the right direction.

The editor of the *Republican*, at Jerseyville, Ills., in a late issue devotes nearly two columns to a description of their "Graded School," and closes his review as follows:

"The school is in really good condition, and is doing a thoroughly good work. It has been in operation long enough to eliminate a very troublesome element which entered the school at its opening. The present pupils are accustomed to the methods and requirements of a graded school; inefficient teachers have been dismissed and efficient ones retained. The suggestions of the principal are heeded instead of being neglected or opposed. The board of education, principal and teachers are laboring harmoniously to build up in Jerseyville a first-class public school—a work not to be done in a day or a year.

To be rich without the discipline of education will bring us but little of permanent prosperity or happiness.

THERE *must* be something better than what there is now. Education will lead us to it.

OUR COMMON SCHOOLS.

THESE schools should be more practical. The noblest citizens are those who work. Theorists generally weave their webs of sophistry and die without leaving a mark to show that they had ever lived, while the humble, honest workman's example will stand as a monument of industry for generations.

School officers should be educational enthusiasts. Directors who know a good school and appreciate it will naturally select good teachers and pay them for their labors.

Teachers should have that knowledge which "buildeth up" rather than that which "puffeth up." They should give their pupils such practical examples that they can leave school without having to carry an arithmetic to solve the common problems in real life, or a dictionary to spell the words in everyday use. Children should be taught to use the ENGLISH LANGUAGE correctly, and express their thoughts in writing in an intelligent manner, in preference to memorizing the rules of grammar without a knowledge of their application.

They should be taught how to study. When teachers simply say, "Get your lessons," without any explanation, is it any wonder the recitations are miserable failures.

Parents should visit the schools and show by their presence that they are interested in the welfare of that which should be to them the great aim of life—the education of their children.

Is it not time our teachers were training the pupils in all our schools to write and properly direct letters?

Three million five hundred and forty-two thousand four hundred and ninety-four letters went to the Dead Letter Office in Washington last year. Look at the cost of this and the cost of handling them there, and the cost of returning them, and the cost of loss to firms and individuals. Ignorance costs; intelligence pays.

THE sum total of railway lines through the principal countries of the world now reaches a distance nearly fourteen times the circumference of the globe. Of this total the United States lines extend 85,585; Great Britain, at home and through her foreign domain, 66,101; Russia crosses Europe and Asia with lines 34,914; France, 30,779; and the German Empire, 18,899.

MESSRS. H. O. HOUGHTON & Co., of Boston, have bought the copyright and stereotype plates of the old firm of Crocker & Brewster, who have been in business fifty-eight years in Boston.

This old firm kindly and strongly commend Messrs. H. O. Houghton & Co. for their "business ability and integrity." Their list of school books and other publications is a valuable one.

We can only obey our own polarity.

THE BEST EDUCATION.

THE best education is that which adapts itself to the desired end of our lives. That person is best trained who learns the calling to which he is best fitted, and then applies himself to it in such a way as to produce the greatest good for himself and those with whom he is associated. To do this he must be a thinking being.

One machine will do more work in a day than ten men; yet who would say that the iron from which it is made is superior to man created in the image of his Maker.

We believe it to be the development of ideas and such as will make mankind better, such as will prepare our youths for living, not for dying; for we need have no fears of the latter if we guard carefully the former.

How can this be done? By teaching, not keeping school. The word teaching means leading, guiding, drawing out, not a cramming of words. The only true teaching is that which creates in the mind a desire to learn; any amount of force we may use will never make students nor scholars of our pupils; their minds must be aroused and a desire to learn created within them. To do this every lesson must be carefully and thoroughly studied, the disposition of each child examined, and the school-room must be a thinking shop, not a memorizing mill, in which the child's brain is ground into a heterogeneous mass, trying to memorize some rule which it does not comprehend.

IT CAN BE DONE.

WE think that in most cases our teachers could easily persuade the school directors to provide them with more efficient practical helps in the school room, if they would set about it in earnest. Twenty or thirty can be taught geography for instance, from "outline maps," in less time and to better advantage than one pupil can be instructed without them, or, in other words, a teacher will do twenty times as much work with these helps as he could do without them; and when you come to spread the expense of a set of outline maps and a globe, and a good blackboard, over the whole district, it amounts to comparatively nothing, but the advantages gained to the children are beyond all calculation. Would it not be well for our teachers to suggest these points to the school directors, and have them take action upon them at their next meeting?

—Teaching dwarfs untold thousands of the best of our youth by its leanness, narrowness and dullness. With but a smattering knowledge of the elementary branches, they enter the treadmill and continue teaching till the golden period for improvement is past.

A SCHOOL without a programme, and a teacher without having studied the lesson, is like a preacher without either text, Bible, or hymn-book.

THE demand on the part of teachers for such works and writings as will aid them to do more and better work in the school room is growing constantly. It is sure to bring to both teachers and pupils better results.

These teachers are sought for and command everywhere better wages.

The people cannot afford to waste the time of the pupils, or the money to sustain the schools by employing poor teachers or cheap teachers.

THE *Globe-Democrat* says that "private ignorance is a public evil. It is an evil regardless of the race or color of those who remain under its influence, and in the warfare against it all men are allies, all efforts deserving of encouragement. We rejoice to hear that the teachers of the colored schools throughout the State of Missouri are to hold a meeting at Jefferson City on the 28th instant, to organize a Teachers' Association, and in other ways to further the interests intrusted to them. We hope that every facility will be put at their disposal, so that the attendance may be full.

"We can assure the teachers who take part that their efforts are widely appreciated, and that their work is a most valuable contribution to the welfare of the State."

—The JOURNAL is filled with original matter, embracing the best thoughts of the best educators. We spare no effort to make each number worth many times the price for a year.

BETTER STILL.

PROF. LYNCH can try again. In a letter enclosing \$1.60 for the *Journal* for 1877, a lady—God bless the ladies! they are always doing well—says:

"Any single page of the *Journal* is to the active, growing teacher of more value than twice the amount of the subscription."

We rather like these letters. We cannot publish them all, for they come in to us very thick and fast now-a-days, and we do not wish to keep all the good things to ourselves.

Let us see. This lady and her friends must look over our advertising pages carefully.

There are sixteen pages, "any one of which is of more value than twice the subscription price."

The subscription price is \$1.60. Twice that is \$3.20; sixteen times \$3.20 is \$51.20. Call it \$50 in round numbers—we will throw in the \$1.20.

These letters, with hundreds of others of similar import, from every State in the Union, come from persons of mature years, and ripe judgment and large experience.

If this journal is worth so much to them, is it not worth more to the tens of thousands of young teachers?

Its circulation among the people, we know, will help the schools, the

teachers and the school interests in a very material and permanent way; and hence when we urge that it be taken and read and circulated, we have something more than a mere personal interest in the dollars and cents it brings.

We expend its entire income to make it valuable to the teachers, school officers and to the people. Will you call the attention of your friends to its merits, and so help yourself in helping them, and send in their names with others?

We hope so.

ENTHUSIASM.—High success in any line demands hard and incessant labor. No one can go at one leap into eminent position. "The world," says Emerson, "is no longer clay, but iron in the hands of its workers," and men have got to hammer out a place for themselves by steady and rugged blows. Above all, a deep and burning enthusiasm is wanted in every one who would achieve great ends. No great thing is or can be done without it. It is a quality that is seen wherever there are earnest and determined workers—in the silence of the study and amid the roar of cannon—in the painting of a picture and the carving of a statue. It is this solid faith in one's mission—the rooted belief that it is the one thing to which he has been called—that makes the heroic spirit; and wherever it is found success is almost inevitable.

MY CREED.—I will never drag my anchors for any wind of fortune,—never compromise with any kind of trouble, or give up my ideal of attainment because I see no way of reaching it. I will never seek a refuge in the time of adversity, I would not accept in the sunniest hours of prosperity—never leave a work merely because it is hard and disagreeable—never give up and say that fate has the better of me, that I cannot conquer the difficulties of life—never lay down my arms and own myself vanquished. A. B. C.

THE number of exhibitors at the "Centennial" from the United States was 3,175; next come Spain and her colonies, 3,822; then Portugal, 2,462; next Turkey, 1,632; next France, 1,597; next the Argentine Republic, 1,397; next Canada, 1,337; then Italy, 1,144; next Germany, 1,039; then Great Britain, 1,004.

WHAT the American people need to know concerning education just now is not so much that education should be general, i. e., that every one should be able to write and read, as that those who are to guide public opinion and frame the laws should be able from their superior education to act with wisdom. I doubt if the call for better common school education is so important as is that for better college and university education.

The Children's Page.

CONDUCTED BY LILIAN WHITING.

The old year brought desires,
Though as yet but seeds;
Let the New Year make them
Blossom into deeds.

May you hold this angel
Dearer than your last,
So he'll bless your future,
While he crowns your past.

My Dear Little Friends:

Let me wish you a happy New Year, one that shall be full of sweet surprises, of pleasant work and patient triumphs. For it is a great deal to us to learn to be patient while we are yet active, persevering and zealous. There was a great German writer, Goethe—you have all heard of him?—who had placed on his ring as a motto, "Haste not, rest not." Let us think of it for a moment, never to be in a hurry, for then we cannot do good work, you know, and yet never to entirely stop to rest, but fill all the shining hours with study, reading, work or play, never being idle, but take for a motto, this beautiful New Year, the words of Goethe's ring—"Haste not, rest not."

Birthday Verses.

JAMES RUSSELL LOWELL.

'Twas sung of old, in hut and hall,
How once a King, in evil hour,
Hung musing o'er his castle wall,
And, lost in idle dreams, let fall
Into the sea his ring of power.

Then let him sorrow as he might,
And pledge his daughter and his throne
To who restored his jewel bright,
The broken spell would e'er unite;
The grim old ocean held his own.

Those awful powers on man that wait
On man, the beggar and the king,
To hovel bare or hall of state,
A magic ring that masters fate,
With each succeeding birthday bring.

Therein are set four jewels rare,
Pearl winter, summer's ruby blaze,
Spring's emerald, and than all more fair,
Fall's pensive opal, doomed to bear
A heart of fire bedreamed with haze.

To him the simple spell who knows
The spirits of the ring to sway,
Fresh power with every sunrise flows,
And royal pursuivants are those
That fly his mandates to obey.

But he who with a slackened will
Dreams of things past or things to be,
From him the charm is slipping still,
And drops ere he suspects the ill
Into the inexorable sea.

—Atlantic.

The Presidents.

Into dozens of eager eyes,
Over the rows of shining curls,
The teacher glances. "A lesson new
I have for you, boys and girls.
Name the Presidents, every one."
"Washington, Adams, Jefferson."
"Turn your face this way, little mad-
ames."
"Madison, Monroe, John Quincy Ad-
ams."
"Jackson, Van Buren, then Harrison
name."
"Tyler, Polk, Taylor, then Fillmore we
claim."

"Pierce, Buchanan, then Lincoln, then
Grant."
"Tell you the next one? Indeed, sir, I
can't."

Gracie's Advisers.

Gracie had two advisers, who were
always telling her what she had bet-
ter do. One of them usually spoke
quickest, so we will call that the first
adviser, and the other, though very
faithful, was so modest, we will call
it second; and as Gracie heeded one
or the other of these advisers, so she
behaved.

Gracie slept in a little room near
her mamma, who awakened her with
a "Jump up, Gracie." Sometimes
Gracie would listen for her advisers,
for they were always close at hand
and always giving opposite counsel.
The first one would say, "I would not
get up, Gracie; lie quiet in your snug
little bed; it is very cold and early—
stay where it is warm."

"Gracie, it is time to be stirring,"
whispered the other, and Gracie
thought a moment and then jumped
up. She dressed herself carefully,
putting on her warm red stockings
and cunning little buttoned boots,
and running down stairs for mamma
to fasten her dress and brush out her
curls. After breakfast she sat down
by the fire and studied her spelling
lesson, after which she brought papa
his boots and dusted the parlor for
mamma, and held Lulu, the baby;
and when her mamma kissed her
good-bye as she started for school,
she said to herself, "What a comfort
Gracie is to me." For all the morn-
ing Gracie had been listening to her
second adviser, and so she did all she
could with a sweet, willing spirit.

I don't know how it happened, but
as Gracie was coming home from
school that sunny afternoon the first
adviser said: "It's too pleasant to be
cooped up at school; it would be so
nice to slide on the ice;" and Gracie
listened and loitered, and when Man-
die Ward and Dovie Brasil came run-
ning along with a little red sled and
asked Gracie to go with them down
the hill, she went, though she knew
she had promised to come right home
and take care of Lulu while her
mamma could go up town. The little
girls played in the snow till Mandie
cried because her fingers ached so
with the cold, and Gracie had her lit-
tle boots quite soaked through and
her feet grew so cold, while Dovie
lost her long, new lead pencil her sis-
ter Ora had given her just that day.

"Oh, let's go home," said Gracie,
and the little ones started, and they
were three tired, sorry-looking little
girls when they got back to the vil-
lage. Gracie had a sore throat next
day and had to stay in-doors instead
of going to school with her friends,
and then she thought about her two
advisers. The first one had said,
"Go right home, Gracie, and ask
mamma if you may go with Dovie
and Mandie to slide;" and the
second one said, "I wouldn't take the
trouble to ask mamma; I'd do as I
please."

The first adviser was Principle;

the second was Feeling. Feeling tells
us to do just what seems pleasantest,
just what we feel like doing. Prin-
ciple tells us to think whether it is
right to do so or not. Which adviser
do the little friends of the *Journal*
follow?

DEAR FRIENDS: Do you love to
write letters? I know one little girl
who does, and I will let you read her
own letter, too. Little Alice lives
away off in Northern Iowa, where her
papa teaches school. She is the busi-
est little curly-headed witch you ever
saw, and helps mamma and plays
with her baby brother Phil. But now
for her letter:

DEWITT, Ia., Dec. 5, '76.

Dear Sister Lilian: I wish you
would come and see us. I love you
more, too. I didn't forgotten you. I
go to Sunday School. I like to go
pretty much. Phil is so sweet. I
love him; he loves me, too. We have
two cats, Tom and Pinky. Do you
like kitties? Mamma is well and
wants to see you. Please answer soon.

Your little sister,

ALICE.

Now, is not that a nice letter for a
little five-year old girl? Will not
some of the other dear little ones who
listen to the *Journal* stories, write to
sister Lilian?

The Casket of Pebbles.

Gathered on the Shores of Wisdom.

The name, Confucius, is Latinized
from Kung-fu-tse, which signifies the
Rev. Master King. This great Chi-
nese philosopher was born 551, B. C.

The Mout Cenis tunnel is eight
miles long, and cost \$13,000,000. Two
thousand men were nine years com-
pleting it. The Hoosac tunnel is
nearly four miles long, cost \$9,000,-
000, and occupied 700 men nearly
twenty years.

Mahomet was born at Mecca in
570. His early life was passed as a
caravan driver between Mecca and
Damascus.

The succession of poets-laureate
has been as follows: Chaucer, A. D.
1373; Scogan, 1400; Kay, 1461; Bar-
nard, 1485; Skelton, 1510; Spenser,
1590; Daniel, 1609; Jonson, 1615;
Davenant, 1638; Dryden, 1680; Shad-
well, 1689; Tate, 1693; Rowe, 1714;
Eusden, 1710; Cibber, 1730; White-
head, 1758; Wharton, 1784; Pye,
1790; Southey, 1813; Wordsworth,
1843; Tennyson, 1850.

Cervantes was born in Spain 1547,
and died the same day as Shakspeare,
April 23, 1616.

"Be noble, and the nobleness that lies
In other men sleeping, but never dead,
Will rise in majesty to meet thine own."

If our teachers would take some
particular course of reading, and fol-
low it during the winter, they would
be surprised to see how much they
could accomplish, and the benefit to
their pupils could not be estimated.
Teachers who read most, think most.
Those who think, develop the same
powers in their pupils, and it is mind-
power that wins.

It doesn't matter so much what
you have studied, or where or with
whom, but rather, what in a plain,
practical, common sense, unostenta-
tious way, you can do, with what
you know, for the people.

If you can organize and harmonize,
and unite and show the children and
the people the better way—the value
of knowing how, and the way to
learn how, the value of industry and
integrity and honor, the beauty and
blessing of obedience to law—if you
can do these things, there are a thou-
sand school districts that will wel-
come and help, and pay you, and
bless you, and you can with this cap-
ital make yourself so useful and so
helpful, and so necessary, that you
alone will decide the length of time
you will stay.

The people want help and practical
common sense, and usefulness and
oneness and sympathy with them-
selves and the children, and such
helpful spirits are to all a blessing
and a benediction.

People do not want any more
"school-masters!"

THE struggle is a heroic one which
large numbers of the people are mak-
ing to give their children the advan-
tages of a good common school edu-
cation.

There is self-denial and hard work
on the part of father and mother, and
some of the older brothers and sisters.

There is "turning" here and mend-
ing there, and piecing in another
place, that Thomas or Su—san, or
Mary or John may be able to "go to
school, looking as well as the neigh-
bors' children." The times are hard;
books must be bought; the dinner-
pail or basket must be filled with
luncheon; and sometimes, in order
that this may be done, "some one"
must go without.

In view of this, is it not time to say
and to do something to stop over-
dressing on the part of school-child-
ren?

Is it not time for those who, per-
haps, are able, and so can afford to do
it, to set an example of plainer dress-
ing of boys and girls attending
school?

Let us talk it over, and sensible
children and sensible people will
consent to it.

TOPICAL GEOGRAPHY. — On this
subject the *Philadelphia Ledger* says:
"The fewer names and figures the
scholar remembers, the better, provid-
ed, in place of a mere lumber-room
of facts, his mind is impressed with
the leading and characteristic fea-
tures of any country, and especially
of his own. Instead of a burden-
some array of figures let there be a
simple method of comparison; and
the boy who, taking his native coun-
try as a fixed basis, can measure its
greatness by contrast with the extent,
the population, the wealth, the man-
ufactures of other countries, has re-
ally learned much of what geogra-
phy ought to teach."

Events expand with the character.

THE CENTENNIAL EXHIBIT.

Catalogue of the Educational Exhibit of Missouri.

ST. LOUIS PUBLIC SCHOOLS.

Arithmetic: Best tenth of all papers, Grammar Schools	1
Grammar: Best tenth of all pap. Gr. Schools	2
Geography: " " " "	3
Natural Science " " " "	4
Arithmetic, entire classes " " " "	5
Grammar, " " " "	6
Geography, " " " "	7
History, " " " "	8
Algebra, Junior classes, High Schools	9
Analysis " " " "	10
Latin " " " "	11
Rhetorical " " " "	12
Best tenth of all papers, Central High School, Senior Class	12½
German, best three of each class	13
Writing, best tenth of all classes, Grammar Schools	14, 15, 16
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Late Literature.

PROF. S. B. ANDERSON, of Wisconsin University, who has already laid under obligations the many lovers of the Norse Sagas and Edda Songs (Messrs. Griggs & Co., of Chicago, publishers), promises to give us the first volume of his translation of the Edda early next fall. The purely mythical part of the Edda will appear in Vol. I., and the semi-mythical part, containing the primitive fragments of the story of the personages of the *Nibelungen Lied*, will form a second volume, while the younger or prose Edda will form a volume by itself. He has just published, through Messrs. Griggs & Co., a volume entitled "Viking Tales of the North: The Sagas of Thorstein, Viking's Son and Fridthjof the Bold." Translated from the Icelandic by Rasmus B. Anderson and Jon Bjornson; also Tegnir's Fridthjof Saga, translated into English by Geo. Stephens.

The delightful version of Tegnir has of late received several translations, and of these the one here given is one of the best. The "vocabulary" appended at the close of this volume adds greatly to its value.

Popular Science Monthly.

The profession of teaching, though not usually classed with the professions called "learned," assuredly has pre-eminent right to that distinctive appellation. All other things being equal, that teacher will be most successful whose mind is most richly stored with knowledge. Such a teacherspeaks "as one having authority," and his pupils, however young, can readily distinguish his from the routinist whose whole reliance is in the text-books. And if the aim of education be to form pupils to habits of thinking, of reasoning, and of independent study, no one is qualified to be a teacher who is not a diligent student of the intellectual movements of his time. Now, the distinguishing intellectual character of the age in which we live is its scientific activity, and a true education of the young implies giving to their thoughts this special direction. To do this the teacher must be imbued with the spirit of his age, must be alive to all the phases of scientific progress, so that the very atmosphere of the school-room shall be in sympathy with the currents which sweep through the great world outside.

The "Popular Science Monthly" aims to interpret and diffuse abroad the results of a scientific research, in such form that they may be understood by all. Every branch of natural science is represented in its pages. But, what is of special importance, the relations between natural science and modern life, as involved in the questions of Education, Morals, Domestic Economy, Sociology, &c., are fully and freely discussed. In this respect the "Popular Science Monthly" stands alone of its kind in this country, and claims the support of the thoughtful throughout the land. As of special interest to teachers we append a partial list of articles bearing upon the question of education which

have appeared in the "Popular Science Monthly": Nobility of Knowledge; A Demand of Modern Education; Mental Discipline in Education; The Higher Education; Character of Modern Knowledge; Our Great American University; American Colleges vs. American Science; Lingual Development in Babyhood; Science-Teaching for the Young; Reading as an Intellectual Process; Artificial Production of Stupidity in Schools; Modern Studies in Education; Place of Science in Education; English against the Classics; Modern Literatures in the Higher Education; Barbarism in English Education; Educational Bias; Education in New England; Observation in Education; Science and Our Educational System; Aims of Scientific Education; Science in Educational Discipline; Geography in Schools; Scientific Normal Schools; Liberal Education in the Nineteenth Century; Requirements of Scientific Education; Higher Education of Women; Education and Science; New Experiments in Education.

We select the above as representing articles from which our teachers who do not take the "Popular Science Monthly" may see the drift of this magazine.

It will be stronger in the discussion of these vitally practical questions during the coming year than ever before.

The new edition of "Plutarch's Lives of Illustrious Men," published by Little, Brown & Co., of Boston, is said by the editor of the *Atlantic Monthly* to be "one of the most delightful books in the world, one of the few universal classics which appears for the first time in a translation worthy its merits."

THE "Central Christian Advocate," Benjamin St. James Fry, D. D., editor. An excellent weekly newspaper, fully abreast of the age, positive on all moral and religious topics, and full of interesting and valuable information for the people. Notes on the International Lessons for Sunday School teachers. A summary of religious and secular news from all parts of the world. It has departments for Agriculture, Literature, Education, Science, Art, Temperance, &c. It has the latest market reports, and correspondence from every part of the world. Particular attention is given to the children. A complete family paper. Sent postpaid for \$2 50 per year. Address Hitchcock & Walden, St. Louis, Mo.

THE NEWS WITHOUT POISON.—The "New York Observer" claims to publish the best family newspaper, and repudiates all unsound or objectionable teaching. Even its advertising columns are free from all quackery and dangerous advertisements; and the whole paper, both in its religious and its secular department, is filled with pure and entertaining reading. While we commend the position of the "Observer" in this matter, we also heartily endorse it as one of the most desirable periodicals for any household. The price, \$3 15 a year postpaid, can hardly be made to return as much good, spent in any other way. S. I. Prime & Co., 37 Park Row, New York.

APPLETON'S JOURNAL for January has been received, and in its editorial department pleads for "libel suits" strongly and justly. It is time these newspapers were made to pay smartly for their unjust attacks on every man who consents to have his name used for an office.

Let us have this universal defamation stopped, or else let newspaper proprietors pay roundly for it.

SCRIBNER'S for January comes promptly to hand, and brings things "old" and new. The "Maid with her Milk Pail" and "Green it shall be," and the "Old Man who found a rude boy," &c., &c., illustrated, and the old Catechism Stories made us shiver involuntarily. Get it and read it.

ST. NICHOLAS, too, is as usual brimful and more, too, of good things. Sure it has the material for a happy New Year, on the inside as well as the outside. Good for both old and young.

THE ATLANTIC at last does tardy justice to the Centennial Exposition in its concluding sentences on this display and its results. The *Atlantic*, though, always has good things enough to pay for a careful perusal, even if its editorials are, now and then, seasoned with—mustard.

THE Adams, Blackmer & Lyon Publishing Co. are doing a work with the National Sunday School Teacher which, beyond all human computation is good in its influence and helpfulness. Sunday School teachers and day school teachers, too, will find it an invaluable aid in their work.

In addition to this, the same publishers issue each year both a *Superintendent's Diary* and a *Teacher's Diary*. We have examined carefully both of these for 1877. They contain a list of the International Series of Sunday School Lessons for 1877; names and residences of scholars; attendance of scholars; cash received from scholars; one page for each lesson in the year, on which notes are jotted down during the week; pages for illustrative memoranda; a list of the officers of the International Sunday School Convention for 1876-78; a list of officers of the State Sunday School Conventions, and a calendar for 1877. Beautifully bound in Morocco, with gilt edge. An excellent Christmas or New Year's present. The price of the teacher's diary is 75 cents, and that of the superintendent is \$1. We will send either one for two subscribers.

THE "READING CLUB," edited by George M. Baker, No. 4. (Lee & Shepard, Boston.) Selections in poetry and prose for reading recitations. They include serious, humorous, pathetic, patriotic and dramatic pieces. 16mo, cloth, 50 cents. For sale by Book & News Co.

Just the thing for school exhibitions, amateur literary societies and parlor readings. We will send it to you free for two subscribers.

Special Notices.

"A Sound Moral Work."

Mark Twain has turned inventor—not of fun, for that comes natural to him—but of a patent scrap book, which he says will reform the world and cure people who have a penchant for saving clippings from newspapers of committing profanity when unable to find the mucilage pot. What he thinks of the invention may be seen from the following humorous essay, written to the publishers of the book:

HARTFORD, Monday Evening.

My Dear Silets:

I have invented and patented a scrap book, not to make money out of, but to economize the profanity of this country. You know that when the average man wants to put something in his scrap book he can't find his paste—then he swears, or, if he finds it, it is dried so hard that it is only fit to eat—then he swears; if he uses mucilage it mingles with the ink, and next year he can't read his scrap—the result is barrels and barrels of profanity. This can all be saved and devoted to other

Truly yours, MARK TWAIN.

QUEER, isn't it, that they struck upon the name, "Globe Shoe Store," but then they have the reputation of giving more goods for the money at 805 Franklin avenue than any other place on the "globe."

9-12-10-1

9-10 10-4

The Riverside Press, Cambridge.

Masonic Journal.

9-8 10-4



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The Chicago and Northwestern R'y
Embraces under one management the Great Trunk Railway Lines of the West and Northwest, and with its numerous branches and connections, forms the shortest and quickest route between Chicago and all points in Illinois, Wisconsin, Northern Michigan, Minnesota, Iowa, Nebraska, California and the Western territories.

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Is the shortest and best route between Chicago and all points in Northern Illinois, Iowa, Dakota, Nebraska, Wyoming, Colorado, Utah, Nevada, California, Oregon, China, Japan and Australia. Its

Chicago, St. Paul, and Minneapolis
Line is the short line between Chicago and all points in Northern Wisconsin and Minnesota, and for Madison, St. Paul, Minneapolis, Duluth and all points in the Great Northwest. Its

La Crosse, Winona and St. Peter
Line is the best route between Chicago and La Crosse, Winona, Rochester, Owatonna, Mankato, St. Peter, New Ulm, and all points in Southern and Central Minnesota. Its

Green Bay and Marquette Line
Is the only line between Chicago and Janesville, Watertown, Fond du Lac, Oshkosh, Appleton, Green Bay, Escanaba, Negaunee, Marquette, Houghton, Hancock and the Lake Superior Country.

Its Freeport and Dubuque Line
Is the only route between Chicago and Elgin, Rockford, Freeport, and all points via Freeport.

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Is the old Lake Shore Route, and is the only one passing between Chicago and Evanston, Lake Forest, Highland Park, Waukegan, Racine, Kenosha and Milwaukee.

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For rates or information not attainable from your home ticket agents, apply to
MARVIN HUGHITT,
W. H. STENNETT, General Superintendent.
Gen'l Pass. Ag't. x-1c

LOOK AT THE FACTS.

THE SANITARIAN is doing a valuable and much needed work in publishing a series of articles on "Deformities and their Relation to Hygiene," and quotes the following facts bearing on the subject:

Dr. Warren of Boston, in a valuable little work on "Physical Education and the Preservation of Health," says: "I feel warranted in asserting that of the well-educated females within my sphere of experience, about one-half are affected with some degree of distortion of the spine." An eminent foreign writer is quoted by him in support of his assertion, who, in speaking of lateral curvature of the spine, says: "It is so common, that out of twenty young girls who have attained the age of fifteen years, there are not two who do not present very manifest traces of it."

Another eminent physician, Dr. Banning, says: "The chief responsibility for this evil rests upon the present system of education, which discourages in young ladies the development of muscular strength, and teaches them to look no one in the

face, but rather to observe that perfect caricature of human dignity and symmetry, the Grecian bend; and until parents see the importance of caring for and educating the bodies as well as the minds of their children, physical weakness and spinal deformity must necessarily abound."

"Causes which affect the health and produce general weakness, operate powerfully in producing affections of the spine, in consequence of the complexity of its structure and the great burden it supports. When weakened, it gradually yields under its weight, becomes bent and distorted, losing its natural curves and acquiring others, in such directions as the operation of external causes tends to give it, and these curves will be proportioned in their degree and in their permanence to the producing causes. If the supporting part is removed from its true position, the parts supported necessarily follow, and thus a distortion of the spine effects a distortion of the trunk of the body."

It was with these facts in view, and with a special desire to remedy them as far as possible, that we expended large sums of money to secure a school desk, which by its construction on hygienic principles, would prevent this deformity.

We have secured the desired result in "The Patent Gothic Desk and Seat," with its foot rests.



This curved back and curved seat was designed by Prof. Cutter, the eminent Physiologist, and they are true to anatomical principles; the inclination of the former and the curve of the latter are so correct that they conform exactly to the person of the occupant, and the pupil sits in an easy, upright, and healthy position.

WM. T. HARRIS, Superintendent of the St. Louis Public Schools, after a long trial, says:

DEAR SIR: It gives me pleasure to state that the desks and seats which you have put into the school rooms in this city, after a thorough trial give ENTIRE SATISFACTION. The NEW PATENT GOTHIC DESK, with the CURVED FOLDING SLAT SEAT with which you furnished the High School, are not only substantial and beautiful, but by their peculiar construction, secure perfect ease and comfort to the pupil, at the same time they encourage that upright position so necessary to the health and proper physical development of the young. These considerations commend this style of desk to all who contemplate seating school houses.

Respectfully Yours,
WM. T. HARRIS,
Supt. Public Schools, St. Louis.

A TOWN LOT ABSOLUTELY GIVEN AWAY! Worth \$100.

WE OFFER FOR
THIRTY DAYS, A
TOWN LOT IN
MINERAL CITY,
GRAYSON COUNTY

TEXAS, FREE
EVERY LOT GIVEN
AWAY UNCON-
DITIONALLY.

NO SETTLEMENT OR IMPROVEMENT REQUIRED.

YOUNG MEN, SECURE A HOME IN THE FINEST PORTION
OF THE UNITED STATES, FOR NOTHING.

FACTS AND STATISTICS.

Grayson county, Texas, is in the finest portion of the State, and is traversed by THREE railroads, and enjoys the advantages of the Red River navigation. Has been settled for THIRTY years. SUMMER THE YEAR ROUND. From the United States statistics of 1870, Grayson county, Texas, produces a variety of production unrivaled in the country. COTTON, TOBACCO, CORN, WHEAT, POTATOES, and all the FRUITS of the SUNNY SOUTH, as well as the growths of harder climates making this country truly a paradise.

MINERAL CITY is located on a beautiful plat of high, rolling prairie, interspersed with fine timber, in Grayson county, on Big Mineral creek, an unfailing stream of pure water, and on the Gainesville branch of the Missouri, Kansas & Texas Railroad, twelve miles west of the intersection of the M. K. & T. and Texas Central Railroads. The location is beautiful and healthy, and in all respects desirable, having natural parks, good drainage, and an abundance of pure water at all seasons of the year.

WHY WE GIVE LOTS AWAY.

The Ohio, Kentucky and Texas Land Company have LARGE TRACTS of the best agricultural and mineral land in Northern Texas. And the time seems to be favorable to throw some of our lands on the market, at prices ranging from \$5 to \$10 per acre for unimproved, and \$20 to \$30 for improved lands. We have placed in the midst of our lands the town of MINERAL CITY, and to encourage emigration there, we give to any one sending their names to us, a WARRANTY DEED in fee simple for one or more lots in MINERAL CITY, the only charge being the sum of ONE DOLLAR to pay the Notary Public for acknowledging the deed, and actual expenses. WE DO NOT GIVE EVERY LOT AWAY, but every alternate one. We do not expect that every one who takes a lot in Mineral City will go there, but we do think a GREAT MANY WILL, and they will induce their friends to follow, and it will be but a short time until we have a FLOURISHING CITY. And as we own every other lot it is obvious to all how we are to make money. We make out the deeds UNCONDITIONALLY, not requiring you to settle or improve. Our limit to any one person taking advantage of our liberal offer is five lots.

INSTRUCTIONS.—We will send, by return mail, to any one who will send us, within thirty days from date of this paper, one dollar with their names written plainly in FULL, a clear WARRANTY DEED to a 25X100 FT. town lot in MINERAL CITY, Grayson county, Texas. CLEAR OF ALL TAXES TO JANUARY 1, 1878. Your application for a town lot must in all cases be accompanied by ONE DOLLAR, to pay cost of drawing, and acknowledging deed, and registry fee, and mailing, and postage. Your lot can then be sold or transferred at pleasure. LET ALL IMPROVE THE CHANCE TO SECURE A HOME. Deeds sent to any part of the UNITED STATES AND CANADAS. Address all communications to the

OHIO, KENTUCKY, AND TEXAS LAND COMPANY, 306 Race St., Cincinnati, O.
Remember this offer is good for THIRTY DAYS ONLY.

Parents, Secure a Few Lots for Your Children!

This advertisement will not appear again in the paper.

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At great expense, the publishers have determined to issue a Popular Edition of our Greatest English Poet. The type is the largest and clearest, that can be used in a volume of the size, and the illustrations are from the world-renowned artist, Boydell, and others, and are, for beauty and expression of character, unsurpassed in excellence. The paper is of fine quality, and toned, and the presswork is done on the Caxton Press of Messrs. Sherman & Co.

Although the expense has been very great, we have concluded to make the experiment of putting the work at an exceedingly low price, relying on large sales instead of large profits.

The work will be issued in 20 Parts, each part containing Two Large Handsome Illustrations, at 30 cents per Part.

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HAMILTON BUILDING.

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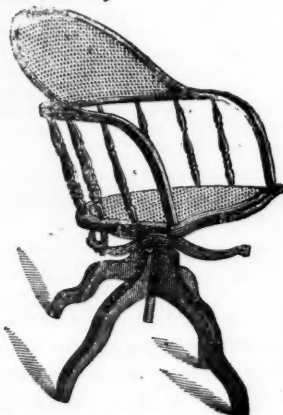
TEACHER'S DESKS



No. 310. Walnut or Ash. Price, \$.....

No. 304. With Lid to raise, or with Drawer.
Made of Walnut or Ash. Price, \$.....

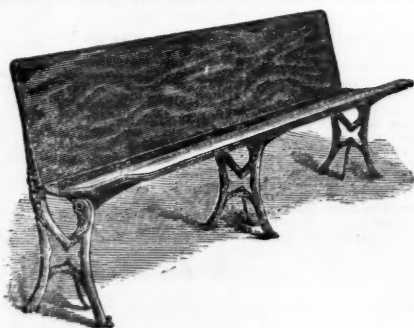
AND CHAIRS,

No. 500. Wood Seat, Price \$.....
No. 501. Cane Seat, Price \$.....

Bent Rim Oak or Imitation Walnut

No. 506.

and Recitation Seat.



Curved Slat Folding Seat—No. 162. Ash or Poplar Stained. Made any length required. Standard length 8 feet.

Aside from the Desks, a good Teacher's Desk, Chair and Recitation Seat, which are necessary for the complete furnishing of a school room, a good set of Common School apparatus embracing the following items is also necessary:

Set of Camp's Outline Maps and Key.....	\$25 00
Set of Schofield's National School Tablets, with Color Chart.....	8 00
Set of Cutter's Physiological Charts.....	10 00
Teacher's Guide to Illustration.....	1 00
Terrestrial 8 inch Globe.....	8 00
Hemisphere 5 inch Globe.....	2 25
Object Teaching Forms.....	3 25
General Frame.....	1 50
Slide Rule Blocks.....	1 10
Horse Shoe Magnet.....	50

ABOUT SHIPPING.—We ship all desks, except one with each order, in knock down: this method saves low freight rates and obviates all possibility of breakage: the one desk is put up ready for use, and with our printed directions, will enable any one to put together the desks for 25 cents each. No charge is made for packing and delivery at our city depot or wharf-boat, and all screws, nails, bolts, foot-rests, &c., to entirely complete the desks, are included without extra cost. Let us repeat that SIXTY DAYS notice should be given in order to insure the prompt delivery of the outfit your school needs. For further information, circulars of globes, outline maps, slates, and everything needed in Schools, call upon or address, with stamp for reply,

J. B. MERWIN,

Dealer in School Supplies of all Kinds, No. 11 North Seventh Street, St. Louis, Mo.

Important to School Officers.

Parents of the children, school officers, teachers, and all patrons of our schools, realize the FACT, that properly constructed seats and desks are an absolute necessity in every school house. Not only comfort, but the health of the pupils demands this. Provision should be made for the SEATS AND DESKS in building a school house, as much as for the floor or roof of the building. We call attention to this matter thus early and specifically, because we have found in an experience extending over more than ten years, that in furnishing school houses great trouble and annoyance has been caused by the delay on the part of school officers in ordering seats and desks SIXTY DAYS should be given to get out the order, and get it to its destination, to insure its being on hand and set up in the school house when you need it. It takes from \$75,000 to \$100,000 to keep up a full stock of all the varieties, sizes and styles of school desks manufactured, and there is no profit in the business to warrant such an outlay of money.

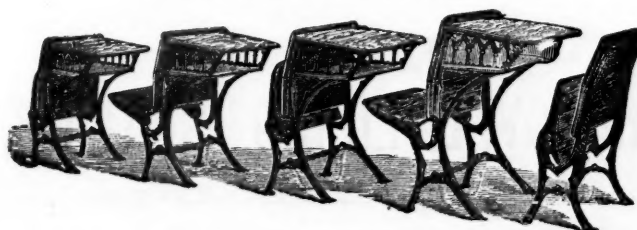
We have known school officers, whose sworn duty it was to provide these things, to delay ordering the SEATS AND DESKS until within a week of the time when the school was to commence. Then the rush of freight was so great that they have lain in the depot a week or more before starting to their destination—the teacher hired—the pupils present—but nothing could be done, as there were no seats—and the school became demoralized for weeks, because the school officers failed to do their duty and order the seats and desks in time.

We repeat, orders should be given at least SIXTY DAYS before the desks will be wanted—and we write this, to aid at least this year, in avoiding the trouble and disappointment those who neglect to order in time, will experience. This delay and trouble can be avoided by ordering the desks when the foundation of the building is being laid.

Now comes the question as to which is the best desk to buy. We prefer to quote what those say who have used our desks for years, and so thoroughly tested their merits. As more than 600,000 of "The Patent Gothic Desks" have been sold, and almost as many of the "Combination Desk and Seat," we have of course a very large number of the best kind of endorsements of these desks. We present the following from WM. T. HARRIS, Superintendent St. Louis Public Schools, as a sample—which is good enough:

DEAR SIR: It gives me pleasure to state that the desks and seats which you have put into the school rooms of this city, after a thorough trial, give entire satisfaction. The

"New Patent Gothic Desk,"



Size 4. Size 3. Size 2. Desk, Size 1. Back Seat, Size 1, to start the rows with

with curved Folding Slat seat, with which you furnished the High School, are not only substantial and beautiful, but by their peculiar construction secure perfect ease and comfort to the pupil, at the same time they encourage that upright position so necessary to the health and proper physical development of the young. These considerations commend this style of desk to all who contemplate seating School Houses. Respectfully Yours,

WM. T. HARRIS,
Superintendent Public Schools, St. Louis, Mo.

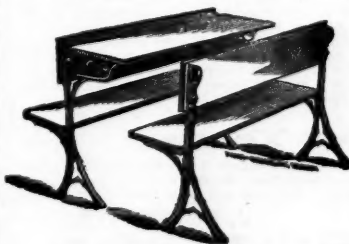
More than 600,000 of these desks have been sold; every one using them commends them.

Five sizes of these Patent Gothic Curved Folding Slat-seat Desk are made, to accommodate pupils of all ages. We give the numbers and sizes so that school officers may know which to order:

- No. 1, High School, for pupils from 15 to 20 years of age.
- No. 2, Grammar, " 12 to 16 "
- No. 3, First Intermediate, for pupils from 10 to 13 years of age.
- No. 4, Second " " 8 to 11 "
- Primary, for pupils from 5 to 9 years. of age.

We manufacture a lower priced desk called

"The Combination Desk and Seat."



Desk—Back seat to start the rows with.

This "Combination Desk" is used in most of the schools in St. Louis, and seems to answer a

very good purpose. It is not as convenient nor as comfortable as the "curved folding-slat seat" but it is cheaper, and gives general satisfaction.

Five sizes of the "Combination Desk and Seat" are made, to suit pupils of all ages.

Size 1, Double, High School, seating two persons from 15 to 20 years of age.

Size 2, Double, Grammar School, seating two persons from 12 to 16 years of age.

Size 3, Double, First Intermediate School, seating two persons from 10 to 12 years of age.

Size 4, Double, Second Intermediate School, seating two persons from 8 to 11 years of age.

Size 5, Double, Primary School, seating two persons from 5 to 9 years of age.

Back or starting seats to correspond with any size desk.

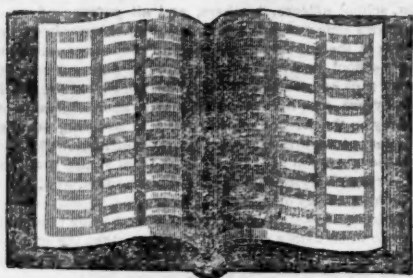
These desks are the plainest and cheapest in

price of any manufactured. They range in height from 11 to 16 inches. The stanchions or end pieces are iron, with wide continuous flanges. They are better proportioned and braced, neater, and more graceful in design than any other combination seat made. Teachers and school officers can easily calculate the sizes of desks needed by the average number of pupils between 5 and 20 years of age.

Is it Economical?

This question is eminently proper. The "Home-made Desks" are clumsy and ill-shaped at best—they cost nearly as much as these improved school desks to start with. They soon become loose and rickety, as all wood desks do—and then they must be replaced by others, and when this is done you have paid more than the improved desks would have cost, and still have a poor desk. So the question answers itself. It is economy to buy good desks to start with—these will last as long as the school house stands.

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This is the only
Gummed Page
Scrap-book
Made.

Always in read-
iness for use
without extra
gum or paste.

PATENT SCRAP-BOOKS.

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5.	"	75 "	2 "	Full Leather,	7 1/2 x 10												30 00
6.	"	75 "	2 "	Half Cloth, Paper,	10 1/2 x 12 1/2												18 00
7.	"	75 "	2 "	Half Roan Cloth,	10 1/2 x 12 1/2												28 50
8.	"	75 "	2 "	Full Cloth, Stamped,	10 1/2 x 12 1/2												33 00
9.	"	75 "	2 "	Full Leatherette,	10 1/2 x 12 1/2												33 00
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Each page of this book is carefully and evenly prepared with gummed lines, so that by simply moistening the scrap or article you wish to preserve, it firmly adheres. Between each leaf a sheet of oiled tissue-paper is inserted, and can be removed easily when the pages are in use. The object of this interleafing the book being to avoid any possibility of the leaves sticking together in damp weather or in moist climates. All the perplexing inconveniences of the old style scrap-book are completely avoided in the book now offered. A liberal discount to the trade.

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Directions for Use.

FIRST—Make the surface on which the Slating is to be applied as smooth as possible. Use sand or emory paper if necessary. It can be made perfect by filling any indentures with plaster of Paris, taking pains not to let the plaster set before it is put in, as it will crumble.

SECOND—For applying the Slating use a flat camel's hair brush, from three to fifteen inches wide—the wider the better.

THIRD—Shake and stir the Slating till thoroughly mixed; and, that the surface may be even, in applying the Slating take a few strokes as possible, drawing the brush the entire width of the board, as it hardens quickly, and any lappings of the brush are visible after the slating is dry.

FOURTH—After the first coat, rub the boards smooth with emory or sand-paper (rubbing the grit from off the paper first), and then apply the second coat same as first. For re-painting an old Blackboard two coats will be sufficient. If applied to the wall, three coats.

Caution—No one has authority to advertise "Holbrook's Liquid Slating," as we have the exclusive manufacturing of it throughout the United States. Dwight Holbrook, the inventor, made the first liquid slating ever offered for sale, and though there are several imitations, none can produce the

Smooth, Enduring, Dead-black Surface of the Holbrook.

It is the only surface that will not glaze.

N. B.—Thousands of testimonials like the following, received in proof of superiority of this article. James P. Slade, County Superintendent of St. Clair county, Ill., says: "Nearly two years since, for the purpose of testing several of the various articles used in the making of Blackboard surface, five or six different preparations were used in repairing our boards and making new Blackboard surface; and, now that sufficient time has elapsed to enable me to judge of their merits, I have no hesitation in saying that Holbrook's Slating is by far the best. It does not become glossy, crack or scale off. I can further affirm that it does improve, as you claim it will, by use. Of all the preparations thus tested, yours has given, and continues to give, entire satisfaction. For this reason I shall take pleasure in recommending it as I may have opportunity." J. P. SLADE."

It will Last Ten Years.

Keep the can well corked. A gallon will cover about 250 square feet. Brushes furnished if desired. Sample as applied to paper sent by mail on application. Send for circular of Blackboard Erasers, and everything else needed in your school. Address, with stamp for reply,

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CURES

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WE MAKE A SPECIALTY of treating patients by Mail. Please write and describe your symptoms.

Why? because Inhalation is the only way that the Air Passages can be reached, and Catarrh is a disease of the Air Passages of the Head. Use this Treatment as we direct, which is easy and pleasant, and we guarantee a perfect cure of Catarrh.

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WE GUARANTEE to cure Coughs, Colds, Diphtheria, Pneumonia, Neuralgia, and nearly all other severe attacks when all other remedies fail.

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Late of the McCLELLAN, U.S.A. Hospital, Philadelphia Pa., who has been so successful throughout New England in the cure of Cancers and Tumors, takes charge of this department.

Address all letters as heretofore, **E. F. TOWNSEND, M. D.,** 122 High Street, Providence, R. I. Physicians wishing to locate in some town or city in this business, can be furnished with territory and our illustrated papers for advertising the same, by addressing as above.

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There are unprincipled persons in Boston and elsewhere who are putting up a bogus liquid and trying to palm it off as MY TREATMENT, or OXYGENATED AIR, and claiming it to be like mine. None genuine unless the words DR. TOWNSEND'S OXYGENATED AIR are blown in bottle, and portrait on label.